

THE
ACLS
NEWSLETTER

AMERICAN COUNCIL OF LEARNED SOCIETIES LIBRARY
A MEMBER OF THE INTERNATIONAL UNION OF ACADEMIES

VOLUME VI

SUMMER 1955

OCT 12 1955

NUMBER 2

DURHAM, N. C.

Contents

PAGE

From Knowledge to Wisdom	3
Asian Languages—A U. S. Weakness and What Can Be Done About It ..	12
Grants for Summer Study of Linguistics	30
Congress of Orientalists	32
Foreign Scholars Available for Lecturing	33
So You're Chairman of the Local Arrangements Committee	38
Professional Employment	44
International Conferences	47
Notes	49

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Entered as Second Class Matter at the Post Office at Richmond, Virginia. Published quarterly by The American Council of Learned Societies. Address all communications regarding the ACLS *Newsletter* to (Mrs.) Shirley Duncan Hudson, at the Office of Publication, Box 2-W, Richmond 5, Virginia, or at the business office at 1219 16th St., N. W., Washington 6, D. C.

*From Knowledge to Wisdom**

BY HENRI M. PEYRE, *Yale University*

I DEEM it a great honor to have been asked once again to address an audience in a school which bears an illustrious name and has proved consistently worthy of it and of its lofty ideals. Its graduates rank among the ablest students enrolled in the most demanding colleges and universities in the country. Its alumni are not content with providing examples of successful men after which the young students hope to mold themselves. They retain an active and devoted interest in the nursery of keen minds and of fine characters where they once were trained, and they are anxious for the School to continue to improve itself so as to meet the ever more difficult exigencies of leadership which are likely to confront the ascending generations of Americans. The presence of many of them tonight is an encouragement and a challenge to the guest speaker. He will pay you back, as speakers are wont to do, with gentle scolding and austere admonitions.

Complacence is supposed to be a characteristic of many Americans. It is perhaps true that, in several realms, the fundamental conviction of Americans is that the customer is always right, that the present is uniformly rosy and that not to smile at it, or not to grin, is a sin. But a far different mood has always prevailed in the field of education. Every year, classes of honor students, of Phi Beta Kappa and other selected groups, even of average students pulling through, if not over, scholastic hurdles with "gentlemen's grades" and damned with faint praise by Deans as "healthy good citizens," graduate from our schools and colleges. Ritualistically, as if to prepare for what we call an active career in which many speeches will have to be delivered over melting ice creams and tepid coffees, and many more to be listened to with subtly disguised boredom, those young men and future leaders are treated to lay sermons by educators. What good it does the young men has never yet, I believe, been statistically explored. The good it does to the lay preachers is beyond dispute. We, teachers and preachers, are all chronically pregnant with ideas, advice, anecdotes, jokes and quotations, of which we have to deliver ourselves as anaesthetically as possible. We are reformers at heart. But since we long ago gave up trying to reform our wives, our secretaries, our friends and, of course, ourselves, we find it wholesome to cast our eyes and wag our

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* An address given at the Taft School, April 1955

tongues elsewhere, in the hope of reforming other teachers' students, and education in general.

Education seems to take it good-humoredly. Indeed therein lies one of the most puzzling paradoxes about this country. On the one hand, education is for all of us a religion; we look upon it as upon one of the very few potent means we may have of changing man and of bringing about some progress in an otherwise discouraging world. We consent to enormous sacrifices in order to educate our children. We take pride in our colleges, where we erect towers and libraries and sport palaces to shelter our youth for four years in a blissful oasis. Yet, at the same time, a dim realization that our schools are not all that they should be lurks in the minds of many of us. Americans often voice their discontent about their school system, their anger at the waste they detect in the last year of high school; they even suffer from an inferiority complex about it, and envy foreigners who appear to have mastered mathematics, history, and languages better and to have acquired a more mature intellectual discipline in their Western European education.

Criticism of American education by American educators is indeed one of our oldest traditions. It is also one of our healthiest ones. For it is not sickly delight in humiliating ourselves or abject autocriticism in the Russian manner; but the reminder that criticism is the lifeblood of all creation, that perfection is not easily, if ever, reached in the complex two-way process called education. It is to the credit of a long series of American educational leaders that they have mercilessly scathed the inadequacies of our colleges and raised ever higher the ideal toward which we should strive. As early as 1902, Woodrow Wilson, elected President of Princeton University, declared:

You know that the pupils in the colleges in the last several decades have not been educated. You know that, with all our teaching, we train nobody. You know that, with all our instructing, we educate nobody.

Five decades later, President R. M. Hutchins, who had donned the mantle of a prophet of gloom once worn by Wilson, used sharper language. He wrote, in *The Conflict in Education in a Democratic Society*: "It may be useful to raise the question whether America has become rich and powerful because of her educational system or in spite of it." Railing at the adjustment theory of many followers of John Dewey, he even defined the underlying assumption of American education in the following harsh words: "Everybody has a right to education. But only a few are qualified for a good education. Those who are not qualified for a good education must therefore be given a poor education."

The remedies advocated by Mr. Hutchins have not met with the approval of many of us, who have found them reactionary and unfit for a democratic society in an age of science. But we have found food for thought in his criti-

cism of existing conditions. Not all is to be accepted as valid in another onslaught on American schools, *Educational Wastelands*, by Professor A. E. Bestor, of the University of Illinois. Yet his main proposition can hardly be disregarded: "that schools exist to teach something, and that this something is the power to think." A conference of educators, the Association for Higher Education, convened in Chicago in the early days of March 1955. It made the headlines in several New York newspapers, which quoted extensively from the grave charges proffered against higher education by all the speakers. I shall summarize some of those charges here, not in an acrimonious spirit of idle recrimination, not as a foreigner judging American intellectuality with condescension, but as an educator whose own career and ideals are identified with American education. The distinguished young men who are being honored today in this School deserve more than perfunctory or conventional compliments. They will some day be leaders, and they will want to be aware of the imperfections which their elders have perceived and denounced in the most important of all American enterprises: the training of the youth.

* * *

Two of the finest achievements of American civilization have been: the development of efficiency and of productivity, which, through rationalizing and saving human labor, made possible the astonishing success of business in this country; and the expansion of confidence in our fellow-beings, the eagerness to join them in organizing community life and in practice as well as in theory, a living faith in the noblest idea yet evolved by mankind: fraternity. But all things in this world are always threatened by an insidious ambivalence which can turn them to evil as well as to good. Both business efficiency and the readiness to merge in a community, when they entered the realm of education, have entailed harmful consequences.

First, as asserted one of the participants in the above-mentioned Chicago conference, Dr. Henry David, executive secretary of the National Manpower Council at Columbia University, too many colleges, impressed by the successful operation of assembly plants, of department stores and supermarkets, have become defensive about their intellectual functions and responsibilities. They have fallen back upon the much easier problems of organization and administration, and they operate as educational service stations. Presidents have aimed at running teaching institutions smoothly, with the twofold ideal of not incurring a deficit and of not having trouble-makers on their faculty—happily, an unattainable goal. Many teachers have also been contaminated by the pursuit of administrative efficiency; they have gone in for large-scale organization, aping big business executives. They thus tended to forget that teaching well is more difficult and more valuable than administering, and that research and writing, far more difficult than running an office well, are

essential to great teaching. And the hardest challenge should always be the goal of intellectuals worthy of the name. A British prelate recently suggested that we abolish all typewriters. Life indeed might well thus recover some serenity, and much of our useless routine might be alleviated if not only typewriters and dictating machines but other instruments of torture like telephones commanded less fetishism among scholars and educators.

Second, the ability of Americans to forsake the stressing of their ideological differences and to merge them into the concerted pursuit of one common goal may well fill with envy a Frenchman, whose countrymen suffer from a congenital reluctance to agree to disagree. It is a magnificent asset in political life. Even in economic life, it has proved a boon, except when it was perfidiously utilized by shameless publicity, intent upon standardizing the needs of individuals and upon conditioning them all to the same stock demands and responses.

Things are otherwise, however, where the life of the mind is concerned. Several American scientists have lately voiced their concern over the relative lack of originality which they detected in their countrymen, working as teams in which the superior individual, the paradoxical but inventive research man was too often neutralized and paralyzed. Our schools and colleges likewise favor the person who is "popular," likely to be elected to societies, clubs and boards through cooptation by others of his ilk, but who shuns intellectual independence. The famous phrase "well-adjusted" has indeed wrought much harm. For must a student be adjusted to the very temporary and artificial conditions of his narrow group, or to the deeper and permanent values which ancient cultures have transmitted to his own, or even to a vast and changing world in which other continents can no longer remain ignored?

A grave peril lies for young Americans of the second half of this century in uniformity and unimaginative intellectual monotony. Tocqueville had prophesied with his usual acuity that the crucial test for American democracy would be in the development of the superior individual. More recently, Ambassador George F. Kennan, in a speech delivered at Notre Dame on May 15, 1953, deplored "the powerful strain of our American cast of mind that has little use for the artist or the writer." He added:

What is it that causes us to huddle together, herdlike, in tastes and enthusiasms that represent only the common denominator of popular acquiescence rather than to show ourselves receptive to the tremendous flights of creating imagination of which the individual mind has shown itself capable? Is it that we are forgetful of the true source of our moral strength, afraid of ourselves, afraid to look into the chaos of our own breasts, afraid of the bright, penetrating light of the great teachers?

Mr. Kennan, who had not forgotten the horrors of Nazi Germany and was familiar with Russia, warned us how easily such uniformity of thought and habit can be put to evil use and lead to the domination of our spiritual and political lives by demagogues, advocates of intolerance and of suspicion. Historians will doubtless some day shudder retrospectively at the gravity of the blows which were dealt American ideals in 1952-54. National common sense prevailed, but some consequences of that moral crisis linger with us: distrust of the intellectuals, herdlike grouping around orthodoxy, and a rift between the scientists, upon whom any progress in national defence today must depend, and politicians.

* * *

The task of educators is to draw the lessons from recent developments. What are they? First of all, that the process of education in the early decades of this century, which tended to be one of uniformization and of levelling down, must be reversed. A democracy needs superior individuals. A dictatorship fosters acquiescence and submission, and thus stifles any minority group which could endanger the one man rule; it leaves no alternative party when the dictator falls or dies. The force of a democratic regime is that it can count on a supply of competent leaders from all social strata and in all parties.

Promising and potentially superior individuals can often be detected early in their school and college days. They should not be set apart, or induced to grow conceited or arrogant over their mental ability. The truest sign of belonging to any elite and of being born to lead is never to boast about it and perhaps not to be aware of it. The gifted student should be impressed with the notion that he has more duties than the average one, and fewer rights. Instead of gently coasting along in college because he can count on good grades, he should be faced with ever new obstacles to overcome. Happily our educators have, in the last few years, begun to pay more attention to the gifted student.

Such a student will usually be recognized through the questioning quality of his mind, through an impatient and rebellious nature, fretting at passivity. He will not easily be shackled by orthodoxy—he will not easily be content with assignments, mechanical tests, impersonal large lecture-courses. He will prove "a little difficult," as all that is interesting does, a wife, a child, a horse, a machine. He will be severe on bad or mediocre teaching; but he should also be a good learner. An eminent educator, Dean Harold W. Stoke, of the University of Washington, lately deplored the exclusive emphasis on good teaching in our educational pronouncements and theories. Such an emphasis, separating good teaching too sharply from the whole educational process, said Dean Stoke, leads many to forget that good learning on the student's part is a necessary counterpart of good teaching.

The burden of expectation for educational accomplishment has somehow subtly been shifted in the American school system to the shoulders of the student. Actually we do so much of his work that we give him little opportunity to learn, and that it should be a part of our art not to teach what we like to teach, but to enable him to learn what he ought to learn.¹

The leaders whom the country needs more direly than ever, as it faces ever more formidable issues in our shrinking world and in our era of nuclear fission, will have to meet simultaneously two requirements which educational theorists have too readily presented as incompatible: they must be trained as specialists and also as humanists. All education in its advanced stages always was and must needs be vocational: doctors, chemists, engineers, clergymen, professors have to know their subject well. Their thinking must feed on precise knowledge, their acting must have weighed all the factors at play down to the minutest details. It is nevertheless true that vocational training has been developed to a ludicrous excess in our educational system and has been started at too early a stage. It has produced on the one hand specialists "who know everything about practically nothing," teaching schoolboys and students "who get to know nothing about almost everything." Those were the words used by Dr. John F. Gummere, Headmaster of the William Penn Charter School of Philadelphia, at the recent Chicago conference. It has on the other hand narrowed down many semi-educated people to the level of the ideal specialists, the animals. Animals, bees, ants, beavers, do one thing to perfection, but nothing else, and cannot face up to a new situation and invent an original solution.

Humanists have hurt their case by conceiving humanities in too traditional a way, when they should have been revitalized with fresh zest, broadened so as to encompass a much wider world than the Mediterranean area which was their cradle, and democratized instead of being too often presented as a genteel aristocratic training reserved for a sheltered leisure class. The whole concept of our leisure class must be thought anew, in a context far different from that of Thorstein Veblen. Not bankers, industrialists, men in the professions, but mechanics, foremen and the new fabulous and envied heroes of our age, plumbers, constitute the new leisure group. And how to put our growing leisure to satisfying and enriching use is one of the vital questions in our democracy today.

The answer is in continuing, or doing over again, our education after the college years. An informed citizen in 1955 or in 1975 will need to know ten times more (in geography, history, anthropology, psychology, sociology, economics, languages, literature and, of course, in the exact sciences) than his

¹ Association of American Universities, *Journal of the Proceedings of the Association of Graduate Schools*, 1954. Princeton University Press.

ancestor did in 1875 or 1900. Yet the time allotted to our education has, if anything, decreased as education became more costly and as impatience, our modern malady, seized parents and students alike. As a result, many of us, ten or twenty years out of college, woefully fail to come up to Matthew Arnold's definition of the educated man as one who is able "to understand the world, and himself." Hence the sight of middle-aged persons of both sexes who appear like waifs stranded in a changing world or like fossils, unable to comprehend new conditions, still less to cope with them.

When we talk of adult education, we smugly imagine it as reserved for those who never had the opportunity to go to college. We have summer schools, but we like to think that they are reserved for schoolteachers, for a few single ladies in search of spiritual romance, and a few cranks who believe in studying after they have left school. The so-called normal men, who graduated from respectable schools and colleges, seldom read a serious book. They buy their wives subscriptions to the *Book of the Month*, as a handy feminine present requiring from the giver no undue imaginative exertion; they glance at *Time* and *Business Week*, and offset the reading of the severe Stock Market columns in their daily paper with the relaxation afforded by the illustrated pages tragically called "comics."

Yet history unfolds around them at an accelerated pace, and Americans are thrown in the very midst of the maelstrom. Very few take advantage of the most revealing mirror to the concerns of our age, literature. They dismiss modern works as obscure, or as unhealthy. Their vision of the world remains conditioned by a few half-obliterated notions absorbed years ago at school. Yet, every quarter of a century or so, our outlook upon the world, which is dependent upon physics, astronomy, psychology, etc., should undergo a radical change. If we reread Sophocles, Shakespeare, Balzac, Dostoevski, Proust at fifty or sixty, we would realize how differently, and how little we understood them at twenty. There are even subjects like political science and economics, which it is no use studying too early, before we have any concrete experience of the subject matter. Such was the opinion of Aristotle who, in his *Nichomachean Ethics*, (i, iii) declared: "The young are not fit to be students of politics, for they have no experience of life and conduct." Sages from Great Britain, the most political of nations, like Sir Ernest Barker and Sir Richard Livingstone, have endorsed Aristotle's view. Political science, social studies would be more profitably studied by grown-ups.

We educators have to confess our failure if we do not persuade the youth that education is a lifelong process and that, as Sir Richard Livingstone warned Englishmen in the darkest hour of their history (in *The Future of Education*, 1941), to cease education at fourteen (we should add, at twenty) is as unnatural as to die at that age. "The one is physical death, the other

intellectual death." New facts have to be learned every ten years, old ones have to be interpreted anew. Our worst enemy is hardening of our mental arteries. Doctors have lately aroused us to the pathetic problem of sixteen million Americans over sixty-five (there will be twenty million in 1975, ten times more than in 1900, indeed 17 per cent of all voters) who encounter great difficulty in "easing into retirement" and do not know what to do with themselves when they are no longer needed.

We are to blame if we have not imparted to those people, and to many others in their forties and fifties, the intellectual curiosity, the spiritual eagerness, the zest in discovery of new provinces of knowledge, the enjoyment in living fully which ought to be the prime objective of education. We are even more to blame if, as is reported, one American out of seventeen is slated for the psychiatrist's couch. He may have received a good vocational training once. He may have stored up factual knowledge. But there is another word, not necessarily synonymous with knowledge, indeed often opposed to it, which our education should have stressed; it designates a thing which many of our college graduates, many of our leaders, many of our executives, many of our cocktail party addicts lack. That is wisdom.

An English poet of the eighteenth century, who could well prize wisdom since he had suffered from a deranged mind, William Cowper, wrote in *The Task*:

Knowledge and wisdom, far from being one,
Have oft times no connection. Knowledge dwells
In heads replete with thoughts of other men;
Wisdom in minds attentive to their own....
Knowledge is proud that he has learned so much,
Wisdom is humble that he knows no more. (VI, 88-91, 97-98)

The generation of bright young men who are being honored today will, two or three decades from now, have to make momentous decisions, involving war or peace, the survival or the destruction of the civilized world. My own contact with American youth has inspired me with confidence. They have courage, self-reliance, rectitude; their intellectual gifts are second to none; if properly advised, they learn eagerly and they store up valuable knowledge in their school years; they are endowed with more valiant faith and more respect for greatness than the young men of 1920-1935 who recognized themselves too complacently in Sweeney Agonistes and other hollow men and who thought themselves interesting when they paraded their anguish everywhere and hailed themselves, as in the terms of W. H. Auden's title, as "The Age of Anxiety." But there is one wish which I often formulate when observing them and the difficult but challenging world which

we are bequeathing to them. Let them be persuaded that their true education will only really begin after they have left college, and that its goal should be to marry with the audacity and impetuosity of the young the wisdom which the world will expect from the country destined to lead history in years to come.

Asian Languages—A U. S. Weakness and What Can Be Done About It

BY SHIRLEY DUNCAN HUDSON

[Under the heading "Important Means of Cultural Intercourse Between Peoples," *Pravda* (April 11, 1954) published an article on the dictionary publication program of the Soviet Union. (This was translated in the *Current Digest of the Soviet Press*, May 12, 1954.) According to this source, the State Publishing House of Foreign and National Dictionaries had already issued or had in preparation bilingual dictionaries in some eighty languages. In an effort to call attention to the necessity for such tools and to encourage their production in the United States, the ACLS included a list of these languages in an open letter, copies of which were sent to members of Congress, newspapers, government agencies, colleges and universities. Senator Wiley, at that time Chairman of the Senate Foreign Relations Committee, read into the Congressional Record both the letter and a subsequent statement prepared by the ACLS at his request, entitled "Language Preparedness for National Security." The following article is an extension of the earlier statement.]

There is little question that every attempt has been made to ensure that the United States is among the world leaders in military might; but comparatively little effort has been made to assure American ability to compete in the ideological war—the contest for the understanding, friendship, and cooperation of the men and women of other nations. Language knowledge is but one of the weapons in such a war; but it is an important one, and one which has been dangerously neglected. The United States, as a spokesman for a free world, is seriously handicapped by the inability of its representatives to reach segments of societies other than those which have learned English. And the non-English speaking strata are often the most important.

An illustration of United States disadvantage in this respect is provided in a representative newspaper article, filed by a United Press correspondent from Tokyo. This article began by stating that one of the major tasks of the United States in Asia today is to combat Communist propaganda that America is standing firmly behind the colonial powers and is opposed to the sovereign rights of newly independent countries. It reported that American officials throughout Asia had begun to question the adequacy of the technique of operating from impressive offices and issuing occasional press re-

leases to the task of influencing the minds of those who were in positions of local prestige. It complained that important Asian writers, editors, teachers, and politicians were listening only to trained Communist propaganda experts who spoke their language and who were able to meet them on their own level.

This is but a single small example, but it could be matched by countless others from all parts of the world. All but a few Americans—working in all but a very few countries—find themselves entirely dependent on interpreters and translators. The position of the opponent across the conference table is explained by an interpreter; the thoughts of a high-ranking foreign official are transmitted through the medium of a third person; the contents of the local press are subjected to the metamorphosis of translation. As a chief combatant in the ideological war, the United States should be equipped to tear holes in the language barriers with its own resources rather than be dependent upon intermediaries.

No comprehensive study has been made of the number of Americans who are competent in languages other than English. Such data as are available, however, are indicative of an alarming deficiency. The National Registration of the Humanities and Social Sciences, prepared in 1952 by the American Council of Learned Societies under a contract with the Department of Defense, contains some 25,500 names of persons with professional training in the fields being surveyed. From this specialized group we learn that only one person claims a knowledge of Thai which would be adequate for a person-to-person conversation in Thailand. Another claimed complete fluency in Vietnamese, obviously justified since he was a native of Vietnam. Two of the three persons who indicated proficiency in Burmese were Burmese; the third was an American born and reared in Burma. These are only examples. The ACLS Register could furnish additional evidence of the scarcity of Americans able to use fluently any language other than their own.

The situation reflected by these statistics from the Register results from a lack of awareness of the importance of foreign language competence. Not until recent years did Americans begin to realize the necessity of being able to speak to peoples of other nations in their own tongues. This is not to say that no attention was paid to modern foreign language teaching. Certainly the high schools, colleges, and universities did offer courses in the conventional Western European languages though seldom with sufficient intensity to equip the recipient with more than a minimal reading knowledge. But any extension of language interest beyond Western Europe has been limited to the study of ancient languages for research purposes.

When the Second World War suddenly and without warning extended the orbit of American contact with other nations and placed tens of thousands of young Americans in areas hitherto known only in geography books,

the United States with equal suddenness discovered the importance of foreign language knowledge. The United States Armed Forces Institute engaged with the American Council of Learned Societies in the production of the tools for language teaching: textbooks, recordings, and dictionaries. Many of these were prepared in connection with ASTP and CATS instruction.

The policy of disarmament at the end of the war was extended to the language field. Government support of the production of tools ceased. A Korean-English dictionary, for example, which would have assisted in the training of Americans in the language of that little-known country, was left unfinished, and 1950 found the United States unequipped with a sufficient number of persons able to communicate with the people of a nation which was half ally and half enemy.

Since the war the responsibility of support for the preparation of these language tools has devolved upon foundations. In 1952 the Ford Foundation granted the Council \$250,000 for a Program in Oriental Languages.* The object of this Program is to provide for Americans the fundamental tools with which any of the thirty or forty most significant languages of Asia (and one of North Africa) can be most effectively studied. These fundamental tools consist, for each language, of: a *basic description* prepared according to the most modern principles of linguistic science; an *elementary textbook* of the spoken language; a formal *grammar*; and introduction to the *writing system*, with which the student can move from the spoken into the written and printed forms; a *graded reader* up through materials of newspaper difficulty; and a *students' dictionary*.

During the two and a half years of its operation, the Program in Oriental Languages has maintained operations in about twenty languages. Publication is, of course, the final step in any such operation and is not to be expected in quantity early in the enterprise. To date six publications have appeared:

(1) *Thai Reader*, by Mary R. Haas; (2) *The Burmese Writing System*, by R. B. Jones and U Khin; (3) *A Grammar of Pashto*, by Herbert Penzl; (4) *A Structural Analysis of Uzbek*, by Charles E. Bidwell; (5) *The Writing System of Modern Persian*, by Herbert W. Paper and Mohammad Ali Jazayery; and (6) *Spoken Amoy Hokkien*, by N. C. Bodman. The first five titles were published by the ACLS; the sixth was published in Kuala Lumpur for the Government of the Federation of Malaya, but the ACLS distributes it in the United States.

Tibetan, Burmese, and Mongol Readers, a Descriptive Grammar and an Elementary Textbook of Berber, and Elementary Textbooks of Laotian and

* Appended to this article as an annex is a report on the status of this Program on May 1, 1955, showing proposed continuation activities. (See p. 18.)

Bengali, a Thai vocabulary (virtually a students' dictionary), and introductions to Thai and Tibetan writing systems are at the point of publication.

In general, it has been the practice of the Program to give precedence to languages in which usable teaching materials do not exist—the Berber languages of North Africa, for example. For some of the languages of its concern—Chinese, Japanese, Arabic, and some of the Indic vernaculars—there is a body of teaching materials with which Americans can make some progress in learning, although frequently these are antiquated, inadequate, or linguistically and pedagogically unscientific.

In process at present, under the Program in Oriental Languages, are basic descriptions of Wu (Shanghai) dialect, Cambodian, Karen, Uigur, Marathi, Sindhi, Javanese, and Egyptian Arabic; elementary textbooks in Wu (Shanghai) dialect, Vietnamese, Cambodian, Lao, Uzbek, Hindi, Bengali, Marathi, Sindhi, Telugu, Javanese, Georgian, East and West Armenian; grammars in literary Chinese and Indonesian; introductions to writing in Japanese and Thai; graded readers in Vietnamese and Arabic; and students' dictionaries in Korean, Vietnamese, Burmese, and Indonesian.

This Program has also made a contribution to the development of American specialists in these languages. It has, for example, added to the exceedingly small number of Americans competent in Turkic linguistics, produced the only Americans linguistically competent in Berber and Javanese, and started several young American linguists on the road to specialization in Asian linguistics.

Despite the removal of government support from production of the mechanisms for language training, research and teaching have not stopped. In some universities (Yale, Cornell, Pennsylvania, Indiana, Michigan, Wisconsin, Georgetown, and California, to name some of the more prominent) the last ten years have seen continuous progress in the development of modern language teaching and learning and in the extension of linguistic concern to Asiatic languages. Here, again, the primary limitation has been lack of resources.

Paralleling this activity within colleges and universities has been the perpetuation of special government language schools with an estimated regular enrollment probably in excess of 2,500 students. These include the Army Language School in Monterey, the Navy Language School in Anacostia, the language school of the Foreign Service Institute of the Department of State, the National Security Agency language school in Washington, the special Russian school at the Pentagon, and others in scattered universities.

Training in non-West European languages in the United States, however, is available to a very few, and even these few are handicapped by a shortage—most frequently, a non-existence—of the textbooks, readers, and dictionaries which are essential to their study, as well as of trained linguistic sci-

entists and teachers of these languages. Progress has been sporadic, crisis-inspired, and inefficient.

In a more leisurely world with the factor of time less pressing, the American Council of Learned Societies could, with continuing foundation support, advance slowly with its program of basic research into strategically important languages and with its gradual preparation of the tools needed for their instruction. The colleges and universities could pursue a policy of laissez-faire with regard to the often inadequate training of the small number of students who, with little thought of the possible utilization of the skill being acquired, enter language study through their own initiative. Some Americans, living in foreign countries for an extended period, might acquire considerable language competence locally.

In the present exigencies, however, more swift and drastic measures must be taken. But these measures should be planned in such a way as to ensure a broad basis for continuing healthy development. They should be "emergency" measures only in so far as the time to get them underway is concerned.

In the establishment of this broad permanent structure for language training, a first step should be a wide publicizing of the needs and of the importance to the security of the United States of meeting these needs as rapidly as possible. Members of Congress and other public officials who comprehend the problem might well include mention of it in their speeches, newsletters, reports, and other communications to the public. In a democracy the basic component for organized effort is an enlightened public opinion.

A next step should be consideration of the way in which the Federal Government can give financial support to the development of the basic tools required if language study is to be effective. The American Council of Learned Societies is the obvious agency to prepare and publish such tools. Its experience with the wartime language program and its continuing encouragement of the linguistic scientists capable of producing these materials qualify it for the organization and operation of the extensive program required at this time. Given the dearth of skilled linguists in the United States today, perhaps we cannot hope to equal overnight the Russian claim (translated from *Pravda*) of having in process dictionaries in more than eighty languages. If funds were available, the American Council of Learned Societies could, however, embark on the immediate production of a few dictionaries of the most strategically important languages in addition to the three (Korean, Indonesian and Burmese) which are now underway.

A few words of justification for the necessity of government support may be appropriate. The Russian dictionary program, under the State Publishing House of Foreign and National Dictionaries, is plainly a government-supported enterprise. Normally, in the United States such enterprises are

left in private hands. Dictionaries of French, German, and Spanish, for example, are produced and marketed by commercial publishing houses. But in these instances the comparatively low cost of production and the comparatively large demand combine to assure the financial success of the venture. Preparation of a students' dictionary of a non-West European language, however, is an expensive operation, and its assured sale is not sufficient to encourage a commercial firm to undertake its compilation and publication. Furthermore, the compilation of bilingual dictionaries and other tools for the teaching and study of little-known languages is a highly-skilled technical operation to be entrusted only to those few Americans who have been trained in this science. The task cannot be satisfactorily accomplished by persons with inadequate knowledge of two languages and with little conception of language structure.

A third subject for consideration is the need for a major national fellowship program for the training of American experts in all phases of non-West European civilizations—a training in which an understanding of foreign languages must play an important role. Here, also, the need is so great that it cannot be met by private means. The best that even the large foundations, such as the Ford Foundation, the Rockefeller Foundation, and the Guggenheim Foundation, can do is to pioneer in procedures and methods. Government support has been given to training in medicine, engineering, and other scientific fields with spectacular results. An extension of this interest accompanied by a wise allocation of funds would make possible correspondingly rapid progress in the language field.

A fourth and final point concerns the position of the colleges and universities. Much of our unpreparedness in regard to world languages, and of our lack of a citizenry trained in a knowledge of cultures differently patterned from our own, can be attributed to American institutions of higher learning. Under our tradition, education has always been a matter primarily of private and local concern rather than a function of the central government, but the nature of the world struggle in which the United States is now engaged makes our colleges and universities a major element in the structure of our national security and welfare. Without forsaking the concept of educational independence, how can the Federal Government aid in the creation of a pattern of higher education capable of meeting present-day requirements? It should be recognized that our present academic weakness need not be permanent but could be relieved by prompt Federal Government intervention. If, for example, a ten-year program could be so constructed as to add to our universities and colleges the whole new dimension of Asia and Africa, as the new dimension of atomic science has been added by Federal assistance over this past decade, further activity in these areas could be left to the institutions themselves.

Continued on page 29

REPORT ON PROGRAM IN ORIENTAL LANGUAGES TO MAY 1, 1955
 Estimated percentage of completion

100	A. Basic Description
90	B. Elementary Textbook
80	C. Grammar
70	D. Introduction to Writing
60	E. Graded Reader
50	F. Students' Dictionary
40	G. Other

2. CHINESE
 2.1 Amoy dialect
 (the speech of
 the Quemoy area)

B. *The Elementary Textbook of Amoy Chinese*, by Nicholas C. Bodman, has been completed, i.e., Vol. I, units 1 through 24, has been published by the Secretary for Chinese Affairs of the Malay States, and arrangements are being made for the purchase of an overrun for American sale. This is obviously cheaper than publishing the work ourselves. Vol. II, units 24-30, supplementary units 1-6, vocabularies, and index, is still in press.

C. *Structural Analysis of Literary Chinese*; most materials gathered but writing delayed by illness. This work is closer to a formal grammar than to the Preliminary Descriptive Study, since it is an attempt to apply some of the techniques of the descriptive linguist to a body of materials already described in now antiquated terms.

PROPOSED CONTINUATION ACTIVITIES:
Complete and publish Structural Analysis of Literary Chinese

A. Preliminary Descriptive Study: phonology—includes
2.3 Wu (Shanghainese) Dialect

A. Preliminary Descriptive Study: phonology—including tone descriptions and analysis—completed; grammatical analysis well advanced; papers on tonal analysis at morpheme, phrase-word, and sentence levels and on segmental phonemes of Shanghai written.

PROPOSED CONTINUATION ACTIVITIES:
Publish Preliminary Descriptive Study

- B. Elementary Textbook: lessons outlined, analytic data being sorted for use in textbook.

PROPOSED CONTINUATION ACTIVITIES:
Complete and publish Elementary Textbook

- D. *Introduction to Japanese Writing*, by J. D. Young

PROPOSED CONTINUATION ACTIVITIES:
Complete and publish Introduction to Writing System

- F. *Korean-English Students' Dictionary*. About half of the entries in the Primary Vocabulary (about 10,000 items total) are completely edited on cards; the other half have been selected but not yet edited. Work on the 24,000 items of the Secondary Vocabulary is about a quarter done. By January 1956, on present schedule, a dictionary of about 22,000 entries will be completed on cards; by June 1956 a dictionary of 34,000 items.

PROPOSED CONTINUATION ACTIVITIES:

Start, complete, and publish Introduction to Writing System; start, continue, and publish Graded Reader; complete and publish Korean-English Students' Dictionary

85

60

3. JAPANESE

4. KOREAN

REPORT ON PROGRAM IN ORIENTAL LANGUAGES TO MAY 1, 1955

Estimated percentage of completion

		G. Other
		F. Students' Dictionary
	80	E. Graded Reader
		D. Introduction to Writing
		C. Grammar
	96	B. Elementary Textbook
		A. Basic Description

6. VIETNAMESE

B. *Elementary Textbook in Spoken Vietnamese* almost completed in manuscript, now being used and tested in classes at Georgetown University Institute of Languages and Linguistics.

PROPOSED CONTINUATION ACTIVITIES:
Publish Elementary Textbook in Spoken Vietnamese

E. *Graded Reader.* The Reader is completed, though the author continues to add selected texts as he finds them. Work on the glossary and word-lists which should be part of the Reader is well in progress.

PROPOSED CONTINUATION ACTIVITIES:
Complete and publish Graded Reader

F. *Students' Vietnamese-English Dictionary*, collection of items begun.

PROPOSED CONTINUATION ACTIVITIES:
Continue, complete, and publish Students' Vietnamese-English Dictionary.

D. *Thai System of Writing* about completed

7. THAI
and related languages

7. THAI, and related languages	80 100	* <i>Thai Vocabulary</i> by M. R. Haas, in press, is a temporary sub- stitute for a students' dictionary	D. <i>Thai System of Writing</i> about completed.
			E. <i>Thai Reader</i> , by Mary R. Haas, viii + 216 pages, published 1954.
2. Cambodian	40 20		F. <i>Thai Vocabulary</i> (supplement to above), 373 pages, in press. This will serve as a useful Students' Dictionary for Thai until Dr. Haas's major dictionary is completed.
3. Lao (language of Laos)	60		G. <i>Proposed Continuation Activities:</i> <i>Complete and publish</i> Thai System of Writing
			Materials so far collected include a fairly accurate description of the phonology, some grammatical notes, and a series of texts to form basic teaching materials. Now being organized into a descriptive grammar and an elementary textbook.
			H. <i>Proposed Continuation Activities:</i> <i>Complete and publish</i> Basic Description
			I. Elementary textbook: <i>Spoken Lao</i> , by G. E. Roffe, Vol. I, units 1-12, completed ready for press, Vol. II, in progress.
			J. A Lexicon of Modern Lao, several thousand items collected as basis for a students' dictionary or, pending that, supplement to the only available Laotian dictionary (in French) published in 1912.
			K. <i>Proposed Continuation Activities:</i> <i>Complete and publish</i> Spoken Lao, by G. E. Roffe.

*See special note and G

REPORT ON PROGRAM IN ORIENTAL LANGUAGES TO MAY 1, 1955
 Estimated percentage of completion

	G. Other
	F. Students' Dictionary
100	E. Graded Reader
	D. Introduction to Writing
	C. Grammar
	B. Elementary Textbook
40	A. Basic Description

8. BURMESE,
 and related languages
 1. Burmese

2. Karen

9. MONGOL

- D. *The Burmese Writing System*, by R. B. Jones and U Khin, 37 pp. Published in 1953.
 E. Graded Reader, almost ready for press.
 F. *Students' Dictionary*: materials on cards; in process of editing.

PROPOSED CONTINUATION ACTIVITIES:
Publish Graded Reader; complete and publish Students' Burmese Dictionary

- A. Preliminary materials for a descriptive grammar collected; now being organized and written up.

PROPOSED CONTINUATION ACTIVITIES:
Publish preliminary materials for a descriptive grammar

E. Graded Reader; almost finished, some final editorial

9. MONGOL

90

E. Graded Reader, almost finished, some final editorial and vocabulary work and decision as to character of publication between it and publication.

PROPOSED CONTINUATION ACTIVITIES:
Publish Graded Reader; commence, continue, and complete Students' Mongol Dictionary

10. TIBETAN

95

E. *Tibetan Reader* by R. A. Miller, completed and in hands of editor for final editing.

PROPOSED CONTINUATION ACTIVITIES:
Publish Tibetan Reader, by R. A. Miller

A. Descriptive analysis in progress; phonology about established—some work done on morphology. No pedagogical materials yet devised.

PROPOSED CONTINUATION ACTIVITIES:
Publish Descriptive Analysis

11.2 UZBEK

100

A. Preliminary Descriptive Study: *Structural Analysis of Uzbek*, by Charles E. Bidwell, 142 pp. completed and published, 1954.

B. Elementary Textbook: work under way but no recent report; author in Turkey.

PROPOSED CONTINUATION ACTIVITIES:
Complete and publish Elementary Textbook

13. HINDI

50

B. Elementary Textbook. Completed but at present unsatisfactory. Undergoing reediting.

PROPOSED CONTINUATION ACTIVITIES:
Revise and publish Elementary Textbook

REPORT ON PROGRAM IN ORIENTAL LANGUAGES TO MAY 1, 1955
 Estimated percentage of completion

		G. Other
		F. Students' Dictionary
		E. Graded Reader
		D. Introduction to Writing
		C. Grammar
	95	B. Elementary Textbook
	100	A. Basic Description
14. BENGALI		
15. PUSHTU	50	
18. MARATHI	30	

14. BENGALI

B. Elementary Textbook: *Spoken Bengali* by Arnold Satterthwaite, completed in manuscript, undergoing final editing for printing.

PROPOSED CONTINUATION ACTIVITIES:
Publish Elementary Textbook, Spoken Bengali, by Arnold Satterthwaite

C. *Grammar of Pashto*, by Herbert Penzl, 176 pp., completed and published 1955.

PROPOSED CONTINUATION ACTIVITIES:
Begin, complete, and publish Graded Reader

A.B. Materials for a descriptive grammar and elementary textbook collected in India and now en route from Bombay to USA.

PROPOSED CONTINUATION ACTIVITIES:
Complete and publish Descriptive Grammar; complete and publish Elementary Textbook

<p>A-B. Preliminary descriptive analysis almost finished. Exact state of Elementary text not known; author in India.</p>	<p>PROPOSED CONTINUATION ACTIVITIES: <i>Complete and publish Descriptive Analysis; complete and publish Elementary Textbook</i></p>	<p>B. <i>Elementary Textbook of Spoken Telugu.</i> Conversational material and supplementary illustrative sentences have been assembled; grammatical statements and exercises now being worked over and completed.</p>	<p>PROPOSED CONTINUATION ACTIVITIES: <i>Complete and publish Elementary Textbook of Spoken Telugu; commence, complete, and publish Students' Telugu Dictionary</i></p>	<p>C. <i>Indonesian Grammar.</i> Rough first draft in manuscript.</p>	<p>F. <i>Indonesian-English Students' Dictionary.</i> Thirty-five thousand entries have been gathered on cards and have now been sufficiently checked to constitute the first draft of the Dictionary. Retyping the edited entries is far advanced. The manuscript is scheduled for completion in September 1955, and there is no reason for expecting any delay.</p>	<p>PROPOSED CONTINUATION ACTIVITIES: <i>Complete and publish Indonesian Grammar; complete and publish Indonesian English Students' Dictionary</i></p>
10						
80						
10						
60						
70						
70						
21. TELUGU						
24. INDONESIAN						

REPORT ON PROGRAM IN ORIENTAL LANGUAGES TO MAY 1, 1955
 Estimated percentage of completion

75	A. Basic Description
40	B. Elementary Textbook
C. Grammar	
D. Introduction to Writing	
E. Graded Reader	
F. Students' Dictionary	
G. Other	

25. JAVANESE

A. Part I (phonology) of *Descriptive Grammar of Spoken Javanese* completed in manuscript; Part II (syntax) completed in manuscript; Part III (morphology) about one-half completed. Total between 300 and 350 type-written pages.

B. *Elementary Textbook of Spoken Javanese*. Units 1-6 completed in manuscript; units 7-12 outlined in detail. Total text will be 48-50 units. Some materials on Javanese life and customs which will constitute later lesson units have been prepared, and the entire work has been planned out with respect to subject matter and coverage of grammatical features.

PROPOSED CONTINUATION ACTIVITIES:
Publish Descriptive Grammar of Spoken Javanese; complete and publish Elementary Textbook of Spoken Javanese; commence, complete, and publish Graded Reader

**28. ARABIC
1. Egyptian**

60	70	15	10	10	10	10	10	10

**30. BERBER
1. Silha Dialect**

60	70	15	10	10	10	10	10	10

33. GEORGIAN

60	60	60	60	60	60	60	60	60

A. *Introductory Grammar of Colloquial Egyptian Arabic.*
Materials collected, organization completed, writing
commenced.

E. Graded Reader. Started.

PROPOSED CONTINUATION ACTIVITIES:
Complete and publish Introductory Grammar of
Colloquial Egyptian Arabic; *complete and publish*
Graded Reader; *commence, complete, and publish*
Students' Dictionary

A. *Descriptive Grammar of Silha Berber.* Part I (phonology); Part II (morphology, syntactic classes, and sentence structure) both in first draft in typescript and undergoing editing.

B. *Elementary Textbook of Spoken Berber.* Basic sentences have been formulated; work of grouping them into first twelve learning units and distributing grammatical features is almost done.

PROPOSED CONTINUATION ACTIVITIES:
Publish Descriptive Grammar of Silha Berber;
complete and publish Elementary Textbook of
Spoken Berber

B. Elementary Textbook. An elementary textbook was almost completed and tested in classroom work. It turned out to be quite unsatisfactory, and is now in process of revision.

PROPOSED CONTINUATION ACTIVITIES:
Complete and publish Elementary Textbook

REPORT ON PROGRAM IN ORIENTAL LANGUAGES TO MAY 1, 1955

Estimated percentage of completion

34.	ARMENIAN	
1.	East Armenian	
	A. Basic Description	5
	B. Elementary Textbook	59
	C. Grammar	5
	D. Introduction to Writing	5
	E. Graded Reader	5
	F. Students' Dictionary	5
	G. Other	5

34. ARMENIAN
1. East Armenian

2. West Armenian

B. Elementary course. Reported as "virtually completed," which probably means that substantial final editorial work must be done on it.

PROPOSED CONTINUATION ACTIVITIES:
Complete and publish elementary course

B. Elementary Textbook, not far advanced. Could be completed under pressure.

PROPOSED CONTINUATION ACTIVITIES:
Continue, complete, and publish Elementary Textbook

Continued from page 17

The danger of continuing dependence upon the Government should not be neglected. The perpetuation of the government participation in running the special language schools, mentioned earlier, is a case in point. While it is argued by the supporters of these schools that government funds and initiative must fill the gap resulting from the inadequacy of the efforts and programs of colleges and universities, it is equally arguable that this effort, in effect, has tended to encourage the existing weaknesses rather than to remedy them. If the resources invested in the operations of government-sponsored programs over the last nine years had been gradually utilized to support programs in academic institutions, the language potential of the country would have been significantly increased. The Air Force, for example, has chosen to assign a number of its trainees to private institutions. This support has made possible the development of sound academic programs, the training of teachers, and the preparation and improvement of teaching materials. Many of these materials have been shared with other institutions; for example, an Arabic text for the Jordanian dialect, developed at Georgetown University as a result of an Air Force program, has been made available to two other universities.

Admittedly, the preparation and publication of language tools constitute but one means of adding the dimension of Asia to the colleges and universities of the United States. There are other elements in the same category: the translation of contemporary Asian writings into English and the compilation of guides and manuals—to name but two.

The intentional emphasis on language in this article was not due to a lack of recognition of other equally important aspects of the ideological war. It is, of course, essential that individual Americans be given opportunities to study other aspects of Asiatic cultures. Not even the most important of these some twenty-five culture complexes—those of China and India, for instance—are fully and scientifically studied in any American university; and most of them are almost entirely unrepresented in American academic scholarship. Here, again, the ACLS has been a pioneer in developing mechanisms through which non-West European societies and civilizations can be better understood in the United States. These activities have fallen generally into two categories: the recruitment, training and development of American specialists, especially in the humanities; and the gradual introduction of these specialists and the tools of their trade into colleges and universities.

Grants for Summer Study of Linguistics

The ACLS Committee on the Language Program (Norman A. McQuown, Chairman) at its April meeting made 34 awards for study of linguistics during the summer of 1955. Since that meeting three recipients were obliged to withdraw. In grants ranging from \$125 to \$600, the total sum committed for awards from the Carnegie Corporation subvention and the Committee's Linguistic Research Fund was \$11,240.00, which went to the following persons:

NAME OF RECIPIENT	INSTITUTIONAL CONNECTION	FIELD
<i>For Study at the University of Chicago</i>		
Bruette, Vernon Ray	University of Wisconsin	Linguistics
Cossard, Monique	Foreign Service Institute	French
Griffith, Charles R.	Harvard University	Anthropology
Kamil, Taroena Widagde	Yale University	Linguistics
Lamb, Sydney MacD.	U. of California, Berkeley	Linguistics
Thorsen, Pamela Howard	University of Washington	Anthropology
von Heeringen-Hollenstadt, Jochem	University of Chicago	International Relations
<i>For Study at the Institute of Languages and Linguistics of Georgetown University</i>		
Akalovsky, Alexander	Army Language School, Monterey	Russian
Borkowski, Casimer G.	Georgetown Institute of L. and L.	Linguistics
Chambers, Dwight O.	University of Kansas	Spanish
Hebert, Raymond J.	Georgetown Institute of L. and L.	Linguistics
Kawar, Irfan Arif	Dumbarton Oaks, Harvard University	Oriental Languages
Kelly, David H.	La Salle High School, Philadelphia	Classics
Morgan, Raleigh, Jr.	North Carolina College, Durham	French
Munakata, Yutaka	Army Language School, Monterey	Japanese
Newcomb, William B.	University of Wisconsin	Linguistics
Powers, Harold S.	Princeton University	Musicology
Smith, Philip H., Jr.	University of Pennsylvania	Linguistics, Slavic Studies

NAME OF RECIPIENT	INSTITUTIONAL CONNECTION	FIELD
<i>For Study at the University of Michigan</i>		
Barber, Carroll G.	U. of California, Los Angeles	Anthropology
Bauerle, Richard F.	Ohio Wesleyan University	English
Benedict, Warren C.	University of Michigan	Near Eastern Languages
Brown, Clarence F., Jr.	University of Michigan	Linguistics
Desberg, Dan	Audubon Jr. High School, Cleveland	Romance Languages
Hadra, James M.	University of Texas	Romance Languages
Levin, Samuel R.	University of Pennsylvania	Linguistics
Molgaard, Arild T.	Army Language School, Monterey	Danish
Roszman, Sol	Wayne University	Germanic Linguistics
Sawyer, Mrs. Janet B.	University of Texas	English
Sherley, Lynne	Stanford University	Anthropology, Linguistics
Thurber, Richard M.	University of Illinois	German
Troike, Rudolph C.	U. of California, Los Angeles	Linguistics

Congress of Orientalists

THE 23rd International Congress of Orientalists met from August 21 to 28, 1954, in Cambridge, England.

About 1,000 members registered, making the Cambridge Congress one of the best attended Oriental Congresses in history. Delegates came from all over the world, including a number from countries behind the Iron Curtain. The presence of some twenty delegates from the USSR created quite a stir, as evidenced by the daily reports from the Congress which appeared in the English press and a light-veined article on the Congress (by Emily Hahn) in the *New Yorker*. It is perhaps indicative of something or other that the Russians were not represented at the International Congress of Classical Studies which met in Copenhagen at the end of August, 1954.

The Congress was organized in eleven sections: Egyptology, Semitics, Assyriology, Turcology, Islam (two sections), Africa, Iranian, Altaic, Indian, Far East, and a general section devoted to the Orient-Occident question and the Christian Orient. The contents of papers ranged from the purely linguistic to the broadly cultural, with the majority holding to the traditional subjects of philology, archaeology, history, history of art, and history of religions. The American contributions were strong, both in quantity and quality of the papers.

While sectional meetings were held during the day, evenings were preserved for joint sessions devoted to official receptions and to discussions of some general topics, such as "The Role of the Library in Oriental Studies" and "History and Orientalism." The program was crowded, leaving very little time for personal contacts, which some scholars, especially the younger ones, consider, if not the main function, one of the main functions of a congress.

All in all, the Congress must be considered a success. Your reporter heard a number of comments from persons who went to the Congress expecting the worst because of some bad experiences in matters pertaining to organization but who left it full of praise for the hospitality shown by their British hosts.

I. J. Gelb
University of Chicago

Foreign Scholars Available for Lecturing 1955-1956

THE CONFERENCE BOARD OF ASSOCIATED RESEARCH COUNCILS has requested that publicity be given the availability of a number of well-qualified university professors for teaching positions for the academic year 1955-56. The scholars have been recommended by the United States Educational Foundation (or Commission) in their respective countries both for their ability to lecture in English and for their professional competence as teachers and scholars. A number are outstanding and have international reputations.

Each scholar would be eligible for a Fulbright travel grant covering costs of round-trip transportation to the final destination in the United States if satisfactory arrangements for lecturing are completed. Unless the possibility of a Smith-Mundt grant-in-aid is mentioned in the individual announcement, the scholar lacks sufficient dollar resources to cover his expenses in the United States and requires a stipend or salary from his host institution. In any case, Smith-Mundt grants are intended by the Government to cover minimum expenses only, and some supplementation by a university inviting such a scholar to teach is necessary.

Additional information regarding the qualifications of these professors is available from the Committee on International Exchange of Persons, Conference Board of Associated Research Councils, 2101 Constitution Avenue, N. W., Washington 25, D. C.

LANGUAGE AND LITERATURE

GRANDJEAN, Mireille (26 years) France *French language and literature*
Teacher of English, Lycée Brizeux, Quimper. A.B., College of St. Catherine, St. Paul, Minn., Agrégation of English (1952). Teacher of English in lycées at Chalon s/Saone and Avignon (1952-1954). Has exceptional academic record and is highly recommended for teaching French language and literature in an American college.

NERI-LANFRANCO, Elena (46 years) Italy *Italian literature*
Teacher of English, "Virgilio" High School, Rome. Degree in Letters, University of Turin (1935). Studied at the University of Edinburgh (1931), University of Birmingham (1948), and University of London (1951). Winner of national competition for the teaching of English and French. In Brazil for three years studying Portuguese. Interested in

American modern literature and poetry. A distinguished American scholar states: "Mrs. Neri is one of the most accomplished linguists I have ever met . . . I have formed a high opinion of her character and ability." Particularly recommended for undergraduate teaching in Italian, French, or Portuguese language and literature.

OTAKE, Masaru (45 years) Japan

Comparative literature

Professor of English language and literature, Tokyo College of Economics, and professor of American literature, Nippon University (1950—). B.A. and M.A., Syracuse University (1933 and 1934); post-graduate study in philosophy, Syracuse University (1934-1936). Books in English; *Young Prince* (1937) and *Hero Tales of Japan* (1938). Proposed courses: "Modern Japanese Humorists"; "Japanese Literary Classics"; "A Study of the 'Man of Taste' in Japan as Compared with the 'American Gentleman'." He has been invited to teach in the summer session at Syracuse but cannot accept unless he secures a full- or part-time remunerative lecturing appointment for two additional months next fall.

TOLDBERG, Helge von Westen (41 years) Denmark

Medieval Scandinavian literature

Associate professor, University of Copenhagen (1950). Prepared to lecture on Scandinavian literature, especially of the medieval period; old Norse literature; and the life and work of N. F. S. Grundtvig.

YANO, Masato (51 years) Japan

English and Japanese literature

Professor and Head of English Department, Okayama University. M.A., Tokyo University (1926); summer course in English, University of London (1930). "Recommended for lecturing to mature students on Japanese literature. With the belief that literature cannot be properly taught without a background of the social aspects of the culture of the people concerned, Professor Yano proposes to conduct discussions about Japanese literature, using translations and, where possible, original works in Japanese. He therefore will be prepared to teach some Japanese language as well as literature. . . . Good personality and keen mind as well as intellectual honesty and willingness to learn . . . sincere and responsive to questioning . . . shows good background . . . English adequate though not outstanding. . . . By using translated works, he could teach in a small college if a post in a large university is not available."

PHILOSOPHY AND RELIGION

ANDERLE, Othmar F. Theodor (48 years) Austria *Philosophy of history*
Secondary school teacher in Eisenerz. Ph.D., University of Graz (1934).
In addition to philosophy of history, also could teach history of art.

Academic career interrupted by war. Well recommended by Austrian associates.

BALADI, Naguib (47 years) Egypt *Philosophy of ethics*

Professor of history of philosophy, Alexandria University. Doctorat ès lettres, Sorbonne (1945). Formerly lecturer at Cairo University. Has idiomatic command of English. Prepared to teach undergraduate or graduate students, such courses as "Representative Modern Philosophers"; "Contemporary Philosophic Trends in England, France, and Arabic Countries"; "Moral Philosophy and Ethics."

EL EHWANY, Ahmed Fouad (46 years) Egypt

Greek and Islamic philosophy

Lecturer and assistant professor, Cairo University (1943). Formerly teacher of philosophy and psychology and inspector of philosophy in secondary schools. Highly recommended by the Foundation in Egypt. Prepared to lecture on Islamic civilization, history of ancient philosophy, Plato and Aristotle.

HIYANE, Antei (62 years) Japan *History of religions in Japan*

Associate professor, history of religions and Christianity in Japan, Aoyama Gakuin University, Tokyo. Professor, Tokyo Union Theological Seminary. Recommended for courses in comparative religion, with special emphasis on the history of religions and Christianity in Japan. Considered "especially competent for a theological school. Good personality . . . original thinking . . . intellectually honest . . . English very good. His background and experience will help to make his subject real to American audiences. So far as general background and probable competence for proposed lectures is concerned, Dr. Hiyane is a very rare person; he has devoted the past thirty years to the study of the history of religions in Japan."

MUSICOLOGY

DRAEGER, Hans-Heinz (45 years) Germany

Music-psychology and music-aesthetics

Professor of musicology at the Free University of Berlin. Ph.D., University of Berlin (1937); Habilitation, University of Kiel (1946). Publications: *Die Entwicklung des Streichbogens; Prinzip einer Systematik der Musik-instruments; Zur Frage des Wort-Ton-Verhaeltnisses bei Schubert; Musik-wissenschaft*. Field: Lectures in music-psychology and music-aesthetics. Also would like to lecture on the situation of German Universities in the Soviet zone. (Smith-Mundt for ten months.)

SCHNEIDER, F. Michael (45 years) Germany

Church music and organ construction

Professor of church music and organ at the Nordwestdeutsche Musikakademie, Detmold, Germany. Ph.D., University of Cologne (1941). Publications: *Entwicklung der Deutschen Orgelspieltechnik*. Field: Interpretation of the major Bach choral works; history of German organ music; the history of organ construction. Available for occasional lectures only. (Smith-Mundt for four months.)

*SOCIAL SCIENCES*AYUSAWA, Iwao (59 years) Japan *Labor legislation and labor problems*

Professor, labor problems and international relations, International Christian University, Tokyo. Ph.D., Columbia University (1920). Member, ILO Conference, Washington, D. C. (1919); senior staff member, ILO, League of Nations, Geneva (1924-34), director, Tokyo Branch Office, ILO (1934-38); public member, then executive director, Central Labor Relations Board, Tokyo (1945-49); also member, World's Committee of YMCA, Geneva (1921-27). Highly recommended by Educational Commission in Japan for outstanding personal and professional qualifications; internationally known in field of labor mediation and arbitration; wrote first draft of two postwar basic labor laws of Japan. Publications include "Postwar Developments in Organized Labor," *The Foreign Affairs Association of Japan* (1953). Prepared to lecture on labor problems and the labor movement in Japan; national labor movements in England, France, Germany, Soviet Russia; and international labor movements. (Smith-Mundt for ten months.)

DUARTE, Adrian Louis (59 years) Pakistan

Indian history

Principal and professor of history, Government College, Hyderabad, M.A., University of Bombay (1922); D.Litt., University of Paris (1932). Professor of History and French, D.J. Sind College, Karachi (1922-47); professor for postgraduate study of history, University of Bombay (1942-47). Prepared to lecture on French and English imperial history in India; history of Sind.

MÖRNER, Magnus (30 years) Sweden

Latin American history

Director of the Library and Institute of Ibero-American Studies, Stockholm. Ph.D., University of Stockholm (1954). Research and lecturing (in Spanish) in Argentina (1947); research in Great Britain, Brazil, Argentina, and Paraguay (1950), Portugal and Spain (1951), Italy (1952). The Foundation states, "Despite his youth, he is regarded as a good scholar with a promising future as a historian." Field: Latin Ameri-

can history; organization of American states and inter-American relations.

SAFWAT, Mohammed M. (44 years) Egypt

Near Eastern and Mediterranean history

Professor of modern history, Faculty of Arts, Alexandria University. M.A., University of Liverpool (1937); Ph.D., London School of Economics and Political Science (1939). Highly recommended by the Foundation in Egypt. Prepared to lecture on modern Near Eastern history, including developments in the Balkans from the rise of the Ottomans; imperialism and nationalism in the Middle East; European colonial expansion in Asia and Africa from 1870; Mediterranean problems in the 19th and 20th centuries; diplomatic European history from 1870; the rise of Islam and Egyptian history.

WURZBACHER, Gerhard (42 years) Germany

Sociology

Professor of sociology, Paedagogische Hochschule, Hannover. Ph.D., University of Berlin (1939). Lecturer, University of Hamburg (1952-54). Prepared to teach sociology and to lecture on current German social life. (Possible Smith-Mundt for ten months.)

So You're Chairman of the Local Arrangements Committee

EACh year a substantial portion of the membership of every professional society undertakes a *hadj* to the Mecca of the Annual Meeting. These pilgrimages are, perforce, scheduled with an eye to the academic calendar—Christmas vacation, Easter vacation, Thanksgiving vacation, or pre-registration September. Societies and associations, some with no permanent headquarters and with a home base identifiable only by a special box number at the Secretary's institution, assemble for two or three days in a hotel in one of a number of large cities or, less frequently, in college or university towns.

In any case, responsibility for housing arrangements, special luncheons or dinners, group cocktail parties, and needed equipment is placed in the hands of a Local Arrangements Committee. The duties of the person or persons on such a committee have many variables and are influenced both by the size of the organization and the location chosen for its gathering. What follows below is in no way a handbook for an LAC; it is rather a confession of personal sins of commission and omission, a few suggestions as to what to expect and what not to expect, some well-deserved bouquets, and a random thought or two about possible improvements. In other words, it is a record of just what happened at the end of March in Washington, D. C. and of what happened during the preceding months after I reluctantly agreed to accept the responsibility of Local Arrangements for the Far Eastern Association's Annual Meeting.

There is a basic question, never quite resolved in my own mind, as to whether it is better to work alone on a project of this kind, depending on the occasional assistance of friends or colleagues in the association, or to create an *ad hoc* committee to function for the duration. Previous experience in attempting to obtain either meetings of bodies or meetings of minds discouraged the group approach. Most of the Washington membership either works during the day or teaches in the evening; some do both. The trend toward suburban living sends everyone off in all directions at the close of the working day, and there are few magnets capable of pulling anyone back from his domestic and neighborhood activities. Then, too, any meeting in Washington in the spring, even when arrangements are started the August before, is at a disadvantage. The element of choice among headquarters hotels is extremely limited by that time. It is obvious that the relatively small and usually impoverished professional society which meets in a city an aver-

age of only once in every four or five years is at a disadvantage when it comes to competing for space against high-school armies from all over the country, and large business groups or national societies such as the DAR which inundate the city at cherry-blossom time. In Washington, from late March until the first hot weeks of summer, hotels can be assured, in addition, of crowds of unattached tourists. As individual registrants, they receive no special rates from hotels and are, therefore, to be preferred from a business point of view to professional gatherings of uncertain size. In fact, the dates originally suggested (April 5-7) drew a complete blank, and had to be shifted back one week. The Greater Washington Convention Bureau helped us to get space at the Hotel Washington.

This immediately raised the question which from that time until the sessions closed was the LAC's biggest headache: How many persons will there be attending? How many meeting rooms will be needed, each seating how many? How many people will be staying at the hotel? How many group occasions will there be, and how many will be present at each? How many . . .?

Participants in society meetings often complain at the high cost of rooms in the headquarters hotel. In Washington, at least, the number of hotels with adequate meeting space (four or five rooms to be used concurrently) is limited, and all of them are in the more expensive brackets. There is a justifiable tendency to stay at a lower-priced hotel or with friends. [Hotel men agree that the latter alternative is more frequent in Washington than elsewhere "since everyone has friends here."] The disadvantage of this, however, as far as the association's budget is concerned, is that meeting rooms are free of charge *only* if a substantial number of persons register for rooms and *only* if one "function" (involving luncheon, dinner or cocktails) is held in the hotel each day.

The suggestion that meetings be held on a university campus and that participants be housed in the dormitories during the vacation period met with no enthusiasm on the part of the administrations of local institutions. Dormitory space is very limited; spring vacation times vary; and students are reluctant to pick up and pack up for visitors. Finally, the Far East receives little or no attention in these schools.

Then, there is the question of special luncheons or dinners. The hotel must have a guaranteed number at least twenty-four hours before the occasion is to take place. This number can be based on a low estimate—with the possibility of an overflow exceeding the ten percent with which the hotel is prepared to cope—but any over-optimism above the initial estimate must be the responsibility of the society. When tickets for the annual luncheon are made available only as part of registration during the morning of the day it is to occur, the Crystal Ball Department (LAC and officers of the association

who arrive the day before) has to work overtime. The same problem can develop with a medium-sized luncheon which its sponsor hoped would attract some fifteen or twenty people. The attendance can double during the forty-five minutes following the scheduled time for serving. Any plans for a small luncheon or dinner in a private room must also take into account the regulations of the hotel which insist upon a minimum guarantee of ten meals. These regulations do not reflect the personal desire for profit of any one hotel. They are tied in with the local rulings of the Waiters' Union, which prohibit the hotel from using its own staff for private occasions and forces employment of additional waiters (at \$5.50 per hour) from the local hiring hall. This explains the necessity for a minimum luncheon rate on such occasions of \$2.80 per person (\$2.50 plus 2 percent District tax, plus 10 percent gratuity). It further explains why service at specially-arranged luncheons or banquets is consistently inferior to that in the hotel dining room, where food can be less expensive. Obviously, individual participants, lunching or dining together in small groups, may find it less expensive to go out of the hotel. The LAC could provide the names of suitable local restaurants in advance of the meetings, together with a summary of their tariffs, but should not be so unwise as to estimate the length of their queues at any specified time.

So, on to the meeting rooms themselves. Those in attendance at such conferences may suspect that the LAC is involved in some conspiracy to make them as uncomfortable as possible. Either a small group is huddled protectively in the first few rows of a spacious room or a large number of persons are craning their necks around a doorway as part of an overflow from a room wholly inadequate to the drawing power of the speaker. Contrary to popular belief, these imbalances are not part of a plot. They are merely a reflection of the "How many?" question. Like Chang Tsung Chang, the LAC has at least "san pu-chih-tao" ("three ignorances"). Whereas the former's lack of knowledge was rumored to be connected with the size of his army, the amount of his money, and the number of his wives, the latter's stems from inadequate advance information on the current popularity of the field or area, the degree to which the speaker is known to be successful in his presentation, and the number of his friends who plan to swell the ranks.

It is also obvious that accoustics tend to be inadequate, especially in the larger rooms. Whatever the architectural weaknesses may be, they are not improved by the speaker who buries his head in his typewritten text or by the participants who choose to puddle-jump to another session in squeaky shoes or with tapping high heels. In any case, amplification systems are available; but only at an additional cost to the society (in Washington, at least) of \$15.00 per session. Their use, of course, requires the presence of another union operator.

Meeting room assignments are limited by factors other than the lack of omniscience of the LAC and associates. The Hotel Washington, like other hotels, has certain continuing commitments to local luncheon groups upon which it must depend for business the year around. The use of a room for a luncheon, either within the society or from outside, makes it unavailable for a morning meeting. Similarly, its use for a cocktail party renders it otherwise useless during the afternoon.

Registration itself presents a problem in all but two or three Washington hotels. The registration area should be both wide enough to accommodate the registrants and should have ingress and egress. Its location and the efficiency of its operations should encourage registration rather than cause persons to give one look at the line, make a mental note to return later, and disappear into the nearest session, never to be seen in the vicinity again. In this, we were most unsuccessful. The location was bad; the space was too narrow and led onto two stairways, on neither of which direction of approach was indicated. Badges were used for the first time, and, often, could not be filled in until the registrant had completed the form, so necessary to the records of the meeting. These forms provided for payment of registration fee, payment of annual dues, purchase of membership list, a ticket for the Annual Luncheon, and indication of intention to attend a second luncheon. The differences in total amounts being paid, and the attempts on the part of the "staff" to determine how many were staying at the hotel and to assure recognition of new members of the society did not facilitate the process. The extent to which a portion of this operation could be handled by mail in advance depends, I suppose, on the time and patience of the Secretary and on the conscientiousness of the prospective participants. A change in procedure might well provide some answers to the LAC on the ever-present "How many?" dilemma.

Acquisition of such equipment as typewriters, a blackboard, and projectors and screens of various sizes is comparatively simple—as far as ordering them by telephone is concerned. It is the problem of getting them from there to here and back again which is somewhat complicated. The typewriters were not delivered as promised. [I brought two from my home to use until they arrived.] The blackboard was lent by the ACLS. [It was delivered by an ACLS participant in the Executive Session.] A futile attempt was made to borrow the projectors and screens from some Government agency. They were ultimately rented commercially, but the companies balked at delivery. [My husband picked them up and returned them.] For service of any kind, outside the hotel, the LAC had to fall back on exploitation of friends; within the hotel, of course, reward for services above and beyond the call of duty is sufficient.

Hindsight—and the advice of the Secretary of a long-established associa-

tion—suggested the mechanisms for soliciting book exhibits. Apparently, publishers should be approached some four to six months in advance of the meeting. Even with the short time at our disposal, it was possible to assemble displays from several sources. Some publishers sent their own representatives to unpack, arrange, explain, and guard their exhibits. Others delivered the books to the hotel with the request that these services be performed on their behalf. The lack of interest in the Far East, common to most Washington institutions, combined with the fact that many students work during the day and attend classes at night, removed the potential of student assistance available elsewhere, and the only alternative was employment of a Chinese law graduate, currently a member of the job-hunting fraternity.

A remaining open-ended problem is the advisability of attempting to maintain a central office in the hotel for the duration of the meetings. Our attempts over the first day and a half to answer any and all questions at the registration desk proved singularly unhelpful. We knew where the meeting rooms were—they were identified on the blackboard at the end of our table—but we could produce little other information. We knew who had registered, but we had no way of finding them at any given time. We were unable to help out the hotel switchboard with calls from outside inquiring whether or not Mr. So-and-so was planning to attend the meeting. We had seen some of our friends and acquaintances earlier, but we did not know when they were planning to leave. Incidentally, the ACLS offices were also deluged with telephone calls. They didn't know the answers either.

All in all, the experience of serving as an LAC should happen to more people. It renews one's faith in cooperativeness and rallying-ability of the officers, former officers, and program committee of the association, in the efficiency and patience of the maitre d'hôtel and the representative of its convention bureau, in wives and husbands and friends who were always around when needed. Recognition should also be given to a Convention Bureau which erred by conferring upon me a doctorate for three months and in attaching me to the wrong national Council. It furthermore placed my name on the mailing list of stationery shops eager to provide everything from paperclips to engraved cards, of travel bureaus begging to send the Association through Virginia by bus, of stenographic bureaus capable of recording all the immortal words which had been read and spoken, and of restaurants offering meals on the house. We accepted one of these invitations and had an excellent dinner. What matters it that I didn't have time to listen to any papers or talk with any of my friends? There will always be next year's *hadj*.

As an experienced *hadj*, I have noted down a few matters of behavior around the caravansarai which I have incorporated into a participant's code in the interests of next year's LAC:

1. I promise faithfully to let anyone who asks me know immediately my plans for attending the FEA annual meeting and whether or not I plan to stay in the Headquarters hotel.
2. I promise faithfully that, without at least a month's warning I will not descend upon old acquaintances, in full confidence that they will joyously rearrange their households and lives to suit my convenience.
3. I promise faithfully not to be a part of a chattering group which stands just outside the open door of the meeting room.
4. I promise faithfully to register, regardless of the length of the line and the general confusion associated therewith.
5. I promise faithfully to prepare my cheque in advance or, at least, to carry something smaller than a twenty dollar bill.
6. I promise faithfully to read whatever notices there are before asking questions on subjects fully covered therein.
7. I promise faithfully to bring my own program and not pick up a duplicate just because it is on the registration desk.
8. I promise faithfully not to ask if anyone has seen an old friend of mine from Peking whose name I can't quite remember, but I know what he looks like.
9. I promise faithfully not to tell anyone in the city that I will be at meetings and, therefore, can be reached, even though I am not registered at the hotel.
10. I promise faithfully to shift my loyalty among sections only between papers.
11. I promise faithfully to express appreciation to everyone who looks as though he had been doing any work.
12. I promise faithfully to spend a little time with all the old friends I missed this year and all the new ones I was privileged to make.
Don't really believe a word of it. If I followed this code, I'd be such a prig that no one would want to see me.

SDH

Professional Employment

(An Example of Cooperation Between a Learned Society and the United States Employment Service)

ANY account of the Annual Meeting of the Far Eastern Association held in Washington last spring would be incomplete without a note recognizing the cooperation of the United States Employment Service of the Department of Labor.

One of the larger constituent societies of the ACLS at two of its annual meetings had taken advantage of the resources of the USES in connection with non-academic placement, and the FEA was anxious to discover whether or not the facilities offered would prove of value to a smaller society where the bonds of membership were geographical rather than disciplinary. The USES proved to be both cordial and helpful, and while it is too early to report on placement figures, the experience of the FEA may be of value to other societies.

Prior to the FEA annual meeting the Secretary of the Association informed the membership by letter of the possibility of interviews with prospective employers during the sessions. At that time he requested those interested to submit curricula vita which were forwarded to the USES. A total of thirty-two applications were received. The Placement Officer of the USES, knowing that the largest number of persons in the fields concerned are employed by colleges and universities, turned to the six local universities in an effort to develop positions in the teaching or research fields. The second largest labor market for Far Eastern specialists is the Federal government. The USES Placement Officer therefore approached the Library of Congress; Central Intelligence Agency; National Security Agency; Department of State; Foreign Operations Administration; United States Information Agency; Smithsonian Institution; Army Map Service; Aeronautical Chart Service; Department of Army Quartermaster General; Office of the Secretary of the Air Forces, Army; Office of the Coordinator; Department of Defense, Overseas Division; Navy Department; Commerce Department; and several other agencies. A general announcement was made at a meeting of the Federal Interdepartmental Placement Committee.

A third potential source of employment for FEA specialists is private industry and non-profit research organizations. The applications, therefore, were made available to the Brookings Institute, National Geographic Society, Bureau of National Affairs, National Science Foundation, Human Resources

Research Office (George Washington University), the Middle East Institute, and the Human Relations Area Files (American University).

Nine of the several institutions listed above reviewed the applications and six of them selected forty-three applicants for private interviews. Since the number selected was larger than the number of applicants, it is obvious that several potential employees were chosen by more than one employer.

During the sessions of the annual meeting, desk space and a telephone were made available at the headquarters hotel for the USES Placement Officer. These arrangements had been noted on the FEA program. Interviews with possible employers were made for thirty-seven of the pre-selected applicants; seven additional referrals were made during the meeting; and fourteen applicants, not available until 1956, were given general information. Three university professors also received advice on prospects for students not attending the meetings, and since that time the USES has received applications from a number of non-participants.

The District of Columbia Clerical and Professional Office of the United States Employment Service is located at 1724 F Street, N. W., Washington 25, D. C.

Grants for Slavic and East European Studies

THE JOINT COMMITTEE ON SLAVIC STUDIES, established by the American Council of Learned Societies and the Social Science Research Council, has been enabled by a grant from the Ford Foundation to offer assistance in 1956 and 1957 to scholars concerned with research in the social sciences and the humanities in the field of Slavic and East European studies. This field embraces the area of the U.S.S.R., the Baltic states, Finland, Poland, Czechoslovakia, Hungary, Roumania, Albania and Yugoslavia.

Three kinds of assistance to scholars possessing the Ph.D. or its equivalent are contemplated:

(1) Grants-in-aid will be offered to individuals for meeting research expenses such as travel, typing, photostating and micro-filming, and also in a limited number of cases, to provide maintenance for a few months. Particular emphasis will be placed on aid to scholars whose normal place of work is remote from the centers for study of these areas. Applications for grants-in-aid should be prepared on forms supplied by the Social Science Research Council, and filed not later than December 1, 1955. Awards in the first year of the program will be announced on or about March 1, 1956.

(2) A small number of grants will be offered to assist the publication of research monographs and other manuscripts that represent the results of research. Grants will be made only for manuscripts that, though accepted by a publishing firm, require a subsidy for their publication. Applications from individuals for a subsidy must be accompanied by a letter from a publishing firm, setting forth the amount of the subsidy required. Where feasible, arrangements will be made for repayment for the subsidy through royalties.

(3) Grants will be offered to facilitate the holding of conferences to advance research. Such grants may include funds for meeting such expenses as travel and housing for conference participants, the mimeographing and distribution of conference documents, and other administrative costs.

The funds are administered by the Social Science Research Council. Additional information may be obtained from its Washington Office, 726 Jackson Place, N. W., Washington 6, D. C.

INTERNATIONAL CONFERENCES In the Humanities and Social Sciences

July 22-28, 1955

Third Pan-African Congress on Prehistory (prehistory of the African continent; anthropological and palaeontological research). Livingstone, Northern Rhodesia. Dr. J. D. Clark, Organizing Secretary, Rhodes-Livingstone Museum, P. O. Box 124, Livingstone, Northern Rhodesia.

August 21-27, 1955

Third World Congress of the International Political Science Association, Stockholm, Sweden. Jean Meynaud, Secretary General-Treasurer, 27, rue Saint-Guillaume, Paris 7^e, France.

September 4-11, 1955

Tenth International Congress of Historical Sciences, International Committee on Historical Sciences, Rome, Italy. Professor F. Chabod, Tenth Congress International des Sciences Historiques, Université, Rome, Italy.

September 10-20, 1955

Symposium on Geographical Factors in the Development of Tropical Africa, sponsored by the International Geographical Union and supported by the United Nations Educational, Scientific and Cultural Organization (by invitation). Kampala, Uganda. Professor S. J. K. Baker, Department of Geography, Makerere College, Kampala, Uganda.

September 11-18, 1955

International Congress of Librarianship and Documentation, International Federation of Library Associations, International Federation for Documentation, International Council for Archives, International Association of Music Libraries, International Organization for Standardization and UNESCO. Brussels, Belgium. Dr. A. C. Breycha-Vauthier, Secretary of IFLA, Librarian, United Nations, Geneva, Switzerland.

September 23-26, 1955

Association of Special Libraries and Information Bureaux, Thirtieth Annual Conference. Blackpool, Lancashire, England, ASLIB, Palace Gate, London, W. 8.

December 10, 1955

Sixth International West African Conference. Sao Tome, Portuguese Africa. Institut Français d'Afrique Noire, B. P. 206, Dakar, French West Africa.

April 1956

International Committee for Social Sciences Documentation. Paris, France. 27 rue Saint-Guillaume, Paris 7^e, France.

August 8, 1956

Eighteenth International Geographical Congress, International Geographical Union (cartography and photography; geomorphology; climatology;

hydrography; biography; human geography; geography of population and settlement; medical geography; agricultural geography; geography of industry, trade and transport; historical and political geography; methodology, teaching of geography, and bibliography; regional geography.) Rio de Janeiro, Brazil. Dr. George H. T. Kimble, Secretary-Treasurer of Union, c/o Twentieth Century Fund, 330 West 42nd Street, New York 36, New York.

August 22-29, 1956

Third World Congress of Sociology, International Sociological Association (problems of social change in the twentieth century: changes in economic structure, in class structure, in the family, in education; interrelations of changes in different areas of society; sociology in 1956.) Amsterdam, Netherlands. Mr. T. B. Bottomore, Secretary of Association, Skepper House, 13 Endsleigh Street, London, W. C. 1, England.

August 1956

Thirty-second International Congress of Americanists. Copenhagen, Denmark. Dr. Kaj Birket-Smith, Nationalmuseet, 12 Fredericksholms Kanal, Copenhagen, Denmark.

September 2-9, 1956

Fifth International Congress of Anthropological and Ethnological Sciences. Philadelphia, Pennsylvania. Secretaries General: Dr. William N. Fenton, Director, New York State Museum, Albany, New York and Dr. Alfred Kidder, University of Pennsylvania, Philadelphia 4, Pennsylvania.

September 3-5, 1956

International Congress on Aesthetics. Venice, Italy. The organizing committee consists of Thomas Munro as Executive Secretary and Helmut Hungerland, representing the American Society for Aesthetics; Etienne Souriau and André Veinstein, representing the French Society for Aesthetics; and Gillo Dorfles and Luciano Anceschi in Italy.

September 3-10, 1956

Eighth International Congress for the History of Science, and Fourth General Assembly of the International Union for the History of Science. Florence and Milan, Italy. Professor Vasco Ronchi, Directeur de l'Instituto Nazionale di Ottica, via San Leonardo 79, Florence, Italy.

Undecided—1956

United Nations Educational, Scientific, and Cultural Organization (UNESCO), General Conference. New Delhi, India. UNESCO, 19 Avenue Kléber, Paris 16^e, France.

Undecided—1958

Congress of the International Federation of Philosophical Societies. Italy. Secretariat, 61 rue du Mont-Cenis, Paris 18^e, France.

Notes

THE MIDDLE EAST INSTITUTE is initiating an annual Survey of Research in Progress on the Middle East.

Geographical limits: the Arab countries, Israel, Turkey, Iran, Afghanistan, North Africa, Sudan, Ethiopia, and Eritrea.

Disciplinary limits: the social sciences and appropriate aspects of related fields (e.g., law and Islamics, art, linguistics, archaeology).

Chronological limits: none (ancient, medieval, and modern). All those currently engaged in research on the Middle East are urged to submit the following information: name, address, topic of investigation, sponsoring organization (if any), estimated date of completion, plans for publication, and pertinent comments on the nature of the research, sources being used, and method of approach.

Please address correspondence to: Survey of Research, Middle East Institute, 1761 N Street, N. W., Washington 6, D. C.

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The National Association of Educational Broadcasters has informed the ACLS that arrangements have been made with forty-one of its member stations to rebroadcast the series "Understanding Other Cultures." This set of eight programs, produced under ACLS auspices, had originated in Washington in April 1954. The scripts were later published under the same title.

A brief statement describing the ACLS has been dubbed onto each of the taped programs. Stations using the programs include: KCSM, San Mateo Junior College (San Mateo, California); KDPS, Des Moines Public Schools (Des Moines, Iowa); KFJM, University of North Dakota (Grand Forks, North Dakota); KFKU, University of Kansas (Lawrence, Kansas); KMUW, University of Wichita (Wichita, Kansas); KOAC, Oregon State College (Corvallis, Oregon); KSLH, St. Louis Board of Education (St. Louis, Missouri); KSTE, Kansas State Teachers College (Emporia, Kansas); KUOH, University of Hawaii (Honolulu, T. H.); KUOM, University of Minnesota (Minneapolis, Minnesota); KUSD, University of South Dakota (Vermillion, South Dakota); KWGS, University of Tulsa (Tulsa, Oklahoma); KWSC, Washington State College (Pullman, Washington); WABE, Atlanta Board of Education (Atlanta, Georgia); WAER, Syracuse University (Syracuse, New York); WBAA, Purdue University, Lafayette, Indiana; WBEZ, Chicago Board of Education (Chicago, Illinois); WBGU, Bowling Green State University (Bowling Green, Ohio); WBOE, Cleveland

Board of Education (Cleveland, Ohio); WDET, Wayne University (Detroit, Michigan); WDTR, Detroit Board of Education (Detroit, Michigan); WDUQ, Duquesne University (Pittsburgh, Pennsylvania); WFIU, Indiana University (Bloomington, Indiana); WFPK, Louisville Free Public Library (Louisville, Kentucky); WFSU, Florida State University (Tallahassee, Florida); WGBH, Lowell Institute Cooperative Building Council (Cambridge, Massachusetts); WGVE, City Schools of Gary (Gary, Indiana); WHA, University of Wisconsin (Madison, Wisconsin); WKAR, Michigan State College (East Lansing, Michigan); WMCR, Western Michigan College (Kalamazoo, Michigan); WNAD, University of Oklahoma (Norman, Oklahoma); WNIC, Northern Illinois State Teachers College (DeKalb, Illinois); WOI, Iowa State College (Ames, Iowa); WOSU, Ohio State University (Columbus, Ohio); WSUI, State University of Iowa (Iowa City, Iowa); WTDS, Toledo Public Schools (Toledo, Ohio); WTHS, Dade County Board of Public Instruction (Miami, Florida); WUNC, University of North Carolina (Chapel Hill, North Carolina); WUOA, University of Alabama (University, Alabama); WUOM, University of Michigan (Ann Arbor, Michigan); and WUOT, University of Tennessee (Knoxville, Tennessee).

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Barnes & Noble, Inc. of New York published *History of Art* by Jean Anne Vincent in March 1955. It is No. 95 of *The College Outline Series*. The author held an ACLS Fellowship in 1947 and is presently Associate Editor of *Interiors Magazine* in New York City where she writes two series: "Makers of Tradition" and "The Clash of Symbols."

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Brown University has announced award of a George A. and Eliza Gardner Foundation grant to Edward J. Brown, professor of Russian. Professor Brown held an ACLS Advanced Graduate Fellowship in 1946-1947. He will use his fellowship to make a study of the relationship of Russian authors and literary movements to the philosophies and intellectual life of western Europe.

* * * * *

The American Society for Aesthetics has announced a group of prizes for essays by American authors on aesthetics or the philosophy of art. The first prize will be \$300.00; the second, \$200.00; the third, \$50.00. They will be awarded for the best essays submitted between October 1, 1954 and September 20, 1955, dealing with subjects in art or aesthetics from a philosophical point of view. Entries must reach the office of the Editor of the *Journal of Aesthetics*, Thomas Munro, The Cleveland Museum of Art, Cleveland 6, Ohio, not later than September 30, 1955.

The following general subjects (or selected aspects of one of them) are suggested as suitable, but the choice is not restricted to these, and they are not listed in order of preference: (1) Relations between metaphysics and aesthetics in contemporary philosophy; (2) Absolutism and relativism in aesthetic value-theory; (3) The aesthetics of philosophic naturalism; (4) American aesthetics in the nineteenth century; (5) American aesthetics in the twentieth century; (6) Trends in contemporary art as related to trends in contemporary philosophy; (7) Philosophical bases for contemporary criticism of the arts.

These awards have been made available through the kindness of the Trustees of the Franklin J. Matchette Foundation of New York and its director, William J. Matchette. Additional details are published in the *Journal of Aesthetics*, December 1954 (p. 280).

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The Department of the Army has requested that publicity be given to a tentative plan to establish a civilian reserve of executives and specialists who would report for full-time duty in the event of mobilization for war or other national emergency. The Office of the Assistant Chief of Staff for Intelligence (G-2) has been selected as the responsible agency for testing, on a limited basis, this new program. If, after one year's trial, the plan proves successful, it is contemplated that it will then be expanded to include other Defense agencies.

This civilian reserve pool would in general, parallel the Organized Reserve Corps of the Armed Services. Those selected for posts in it would report each year for a two-week assignment on the job with pay.

Applicants should in general, possess an M.A. or a Ph.D. degree in their field of specialization, and should *not* be liable to call to duty with the armed forces. Preference would be given to those who have had career experience in their fields. Applications currently are being accepted for a limited number of appointments in the following areas of specialization: Budget and fiscal analysis; teaching and languages; education, communications and electronics; transportation; and intelligence research analysis in Eastern, Western, and Eurasian geographical areas. Appointees would bear the title of Civilian Consultant and/or Expert. Applications from persons not initially selected will be retained on file for future reference pending expansion of the program.

Applications should be made on Standard Form 57, "Application for Federal Employment," and mailed in duplicate to The Office of the Assistant Chief of Staff, G-2, Department of the Army, Washington 25, D. C.

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The Fifth National Conference of the U. S. National Commission for UNESCO is to be held in Cincinnati, Ohio, November 3-5, 1955. The World Affairs Council of Cincinnati has undertaken to form a local sponsoring committee of prominent Cincinnatians to assist in arranging the conference.

* * * * *

Graduate fellowships in American Studies, ranging from \$1,000 to \$2,000 plus tuition, are available at the University of Wyoming. Nine such fellowships have been awarded for 1955-56 as a part of the program in American Studies endowed by William Robertson Coe in 1954. Amounting to more than \$750,000, the endowment has made possible expansion of faculty, library holdings, and facilities at the University. A large portion of the income is applied to scholarships and fellowships which include, in addition to the graduate fellowships already mentioned, eight undergraduate scholarships at \$350 and fifty graduate fellowships for teachers in the summer. The summer program, designated the Conference on American Studies, is a special five-week course offered by resident and visiting faculty for secondary teachers of English and social studies from all parts of the country. Each receives \$125.00 and tuition.

For further information, address William R. Steckel, Director of American Studies, University of Wyoming, Laramie, Wyoming.

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Seven doctoral fellowships for the interdisciplinary study of American civilization were awarded at the University of Minnesota for the academic year 1955-56.

Similar fellowships, with stipends ranging from \$2,000 to \$4,000, will be granted for 1956-57. Applicants must hold the B.A. or the M.A. degree in one of the humanities, in one of the social sciences, or in American civilization.

Applications close March 15, 1956; awards will be announced April 15, 1956. Additional information and forms for applying for these fellowships may be obtained from the Program in American Studies, University of Minnesota, Minneapolis 14, Minnesota.

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The Sixth Triennial Congress of the Fédération Internationale des Langues et Littératures Modernes met at Oxford, September 9-16, 1954, under the auspices of the Modern Humanities Research Association. There were some two score professors from the United States in attendance at this international gathering of some 400 persons. The general theme of the meeting was science and literature.

Papers were read by the following scholars from institutions in the United States: M. L. Dufrenoy (University of California), Bernard Weinberg (Northwestern University), Albert J. George (Syracuse University), Francis Johnson (Stanford University), Roscoe E. Parker (University of Tennessee), Henry Pettit (University of Colorado), Ruth Dean (Mt. Holyoke College), James G. McManaway (Folger Shakespeare Library), Helmut Hatzfeld (Catholic University of America), and Heinrich Henel (University of Wisconsin).

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On April 28, 1955 Oxford University Press published *The Contemporary French Novel*, by Henri Peyre, Chairman of the Department of French at Yale University and member of the ACLS Board of Directors. The announcement by the Press indicates the scope of the study: "He discusses Martin du Gard, Duhamel, Romains, Radiguet, the legacy of Proust and Gide, François Mauriac, Jean Giono, Antoine de Saint Exupéry, André Malraux, existentialism in French literature, the novels of Jean-Paul Sartre, Albert Camus and Simone de Beauvoir, the impact of the American novel, and the present temper in France as reflected in French fiction.

"Though concentrating his attention on those novelists who seem destined to survive, Henri Peyre also introduces many writers who are relatively unknown to the American reader. He indicates new trends in the novel, already perceptible in the works of emerging young writers. There are brief, critical evaluations of 93 novelists who have been conspicuously successful or promising since 1945 and who are likely to be the authors of significance through the 1950's and '60's. A special feature is a ten-page list of novels with titles of English translations and publishers, arranged alphabetically by authors' names. There is a bibliography of essential general works on the novel."

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An organization to be known as Diplomatic and Consular Officers, Retired (DACOR) has recently been established in Washington, D. C. Its membership includes former Ambassadors, Embassy Counselors and Secretaries, Consuls General, Commercial and Agricultural Attachés, and other seasoned personnel. Federal law provides that, in general, Foreign Service Officers must retire at age 60. Thus, the men who have been most active abroad in carrying out foreign policy—negotiating with foreign governments and keeping the home government informed on developments overseas—are idled in the prime of life.

One of DACOR's activities is to help find outlets for the ripe experience and energies of its members. More than a score of such former high-ranking Foreign Service Officers are now available throughout the country for lectures

on foreign policy and international relations. Among them are area specialists and experts on international agreements, trade, shipping, and other aspects of international relations.

Any institution or organization desirous of engaging a qualified, experienced lecture to deliver a series or a single lecture, to arrange and lead a forum discussion or conduct a seminar on any phase of international relations or kindred topics, is invited to consult DACOR. Inquiries should be directed to George G. Fuller, Executive Director, DACOR, 1718 H Street, N. W., Washington, D. C.

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